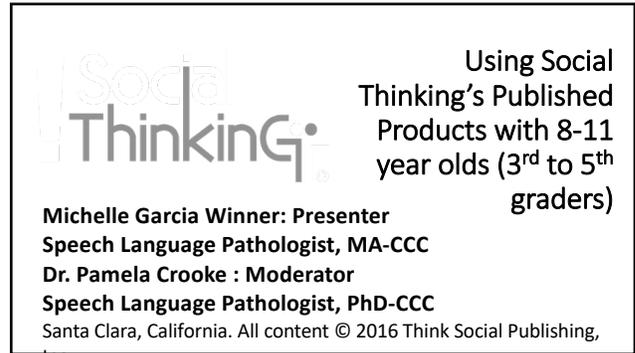
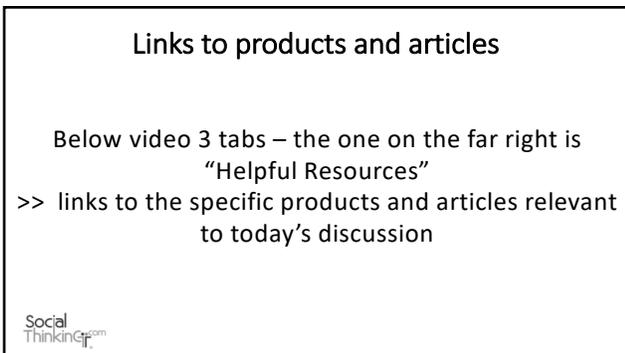




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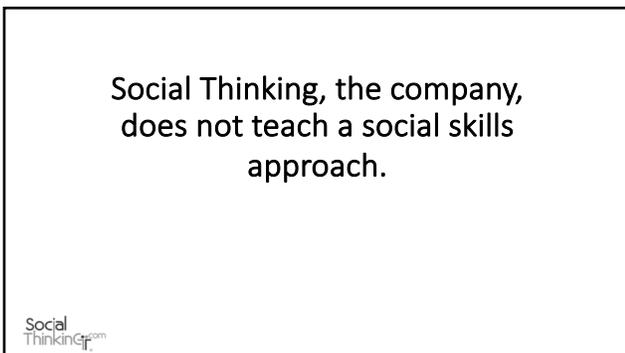
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6

To teach social competencies is to teach:

- Input:
Situation + People + any other details that help to inform
- Output:
Response: intellectual and/or social behavioral

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7

It's an executive functioning process:

1. Develop an understanding of social goals (thinking).
2. Develop a set of sequenced action plans to relate to your goal(s).
3. Self-regulate your emotions and behavior to do the action plans to help you achieve your own social goal(s)!

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8

All our products are designed to teach social thinking (input) and related social skills (output) to ultimately increase self-awareness and self-regulation.

Input always starts first and is then followed by output.

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9

This also means we are always teaching perspective taking and executive functioning!

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10

Using our materials with 3rd-5th graders

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11

Overview of the input:

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12

Goal is to introduce *Social Thinking® Vocabulary* in a quick and easy way to kids and adults, while teaching the *Social Emotional Chain Reaction*.

Ideally, parents, professionals and students all use the same Social Thinking Vocabulary.

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13

Social Emotional Chain Reaction
Situation _____

Expected behaviors 🧑🏻‍🦱 **Unexpected behaviors** 🧑🏻‍🦱

How you behave affects how people feel and think

Which affects how they react & respond

Which affects how you feel yourself

14



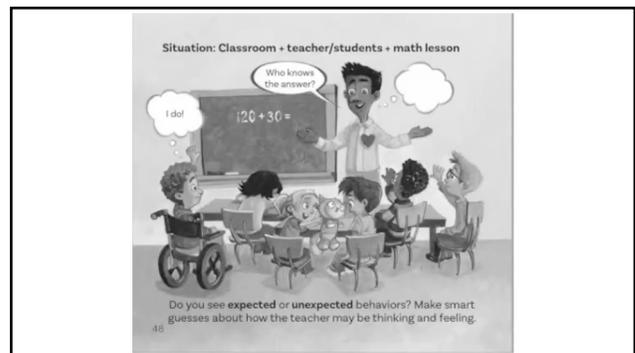
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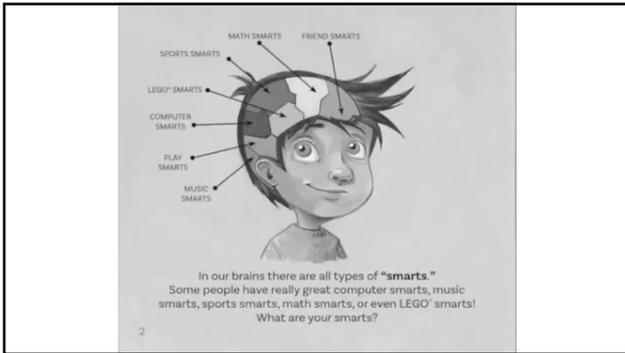
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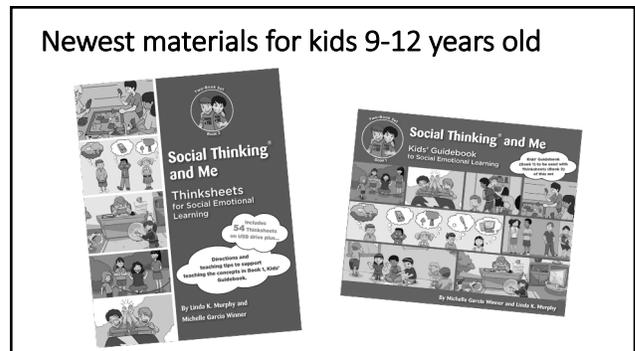
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Goal is to expose and explain the social code in a big way directly to students using our **Social Thinking and Me Kids' Guidebook to Social Emotional Learning!**

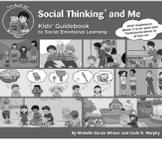
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Each chapter in the Kids' Guidebook is paired with a chapter in the Thinksheets book to provide mini-lesson plans on all content.

25

CHAPTER 2

Social Thinking = Flexible Thinking



MOST OF US UNDERSTAND THAT OUR BODIES HEED and that we can make a new bend in different directions when something bends really well, we call it "flexible." We often don't realize the thoughts in our brain can be flexible as well.

26

Page 12 Social Thinking and Me, Chapter 2

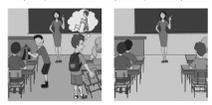
KEEP IN MIND:
What you see Flexible Thinking you can figure out!

When we think in a flexible way, it means we can stay calm and try to figure out a social situation. Everyone has different thoughts and feelings and may look at a situation in different ways. We can look at the situation, think with our eyes, and find clues to help us do that. But which way is it that others may look at the same situation and figure out something different than we do. As we think in different ways about a situation and notice how others may think about that same situation their "perspective's" will be being flexible.

Here are some specific ways that being flexible works.

When people say things that mean something different from what you thought they meant, you can figure it out.

If you hear someone say "take a seat," you might think it means you should pick up your chair and take it somewhere. But if you use your flexible thinking and think with your eyes, you'll notice that no one else is picking up a chair. Then you may remember for yourself the phrase may also mean, "please sit down!"



27

Page 20 Social Thinking and Me, Chapter 2

IT'S EXPECTED THAT YOU TRY TO BE FLEXIBLE WHEN YOU'RE WITH OTHER PEOPLE. In fact, when you use flexible thinking, you're using a strategy that helps you be a person who thinks about others. Other people will feel comfortable and happy around you. They'll have good thoughts about you.

When we're flexible, our time with other people usually goes a lot more smoothly. This means we get done what we want to get done without having any arguments and everyone feels good. When we're flexible, we're also more efficient with our time. This means we don't waste time on the little decisions that won't matter tomorrow or the next day. Instead, we use our time to be together in a calm and happy way. We focus on what we need and want to do as a team.

BEING A FLEXIBLE THINKER	
Flexible Thinking	Stuck Thinking
Thinking of Others Person	Just the person
People feel good	People feel tense, frustrated, mad, or sad
We get things done	Situation is difficult, we don't get things done
Expected behavior	Unexpected behavior

28

Let's Recap Chapter 2
Social Thinking = Flexible Thinking

- When I think in a flexible way, it means I stay calm and try to figure out a social situation.
- Thinking in a flexible way is important for everyone, not just me! My family, friends, teachers, and other kids need to think in a flexible way too.
- I can think with my eyes to find the clues in a situation and consider the thoughts and feelings of the people around me.
- When I'm more flexible with my friends, teachers, and parents, it helps them feel happy, safe, and relaxed when I'm with them. When others have those good feelings because I'm flexible, they usually will have good thoughts about me.
- I like people having good thoughts about me, and I like to have good thoughts about other people too. When I think about it, I like it when people are flexible with how they treat me as well.

I'll practice using my flexible thinking!



29

Name: _____ Date: _____

Chapter 2: Thinksheet 1
Page 1 of 2

Identifying Ways to Think and Be Flexible

Everyone has different thoughts and feelings and may look at a situation in different ways. When we use our social thinking brains to think in different ways, we're using "flexible thinking."

This chapter talked about four ways to be flexible and use flexible thinking. We use our flexible brain to help us:

- Understand that people may say things that mean something different from what we thought they meant.
- Figure out why people might do something that we don't immediately understand.
- Think about what other people might want or need; this might mean not getting our own way.
- Know that sometimes things have to happen in a different order or different way than we're used to.

★ The following are examples of situations where a flexible brain is needed. Circle the number from the list above that best matches the type of flexible thinking needed.

30

- A teacher shared that her students were enjoying reading the Kids' Guidebook in much the same way they like to study science!
- We are hearing students are motivated and enthusiastic to read and explore how the information relates to them.

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31

All of these books teach INPUT

32

For further extended lessons on Social Thinking Vocabulary, please access our large curriculum.

Think Social!
A Social Thinking Curriculum for School-Age Students

For Teaching Social Thinking and Related Social Skills to Students with:

- High Functioning Autism
- PDD-NOS
- Asperger Syndrome
- Nonverbal Learning Disability
- AD/HD
- And for all others in the murky gray area of social thinking

FREE CD included with Comprehensive Goals & Standards

Michelle Garcia Winner

33

Only after students have had some significant experience developing their social thinking INPUT, do we move toward teaching them about OUTPUT

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34

Should I or Shouldn't I? What Would Others Think? Elementary School Edition, is a great game to explore how each person interprets (INPUT) others' social behavior (OUTPUT)

Should I or Shouldn't I?
A Game to Encourage Social Thinking and Social Problem Solving

ELEMENTARY SCHOOL EDITION

Productivity tool for:

- SLD
- Special & regular education students
- Behavior Intervention
- Psychological, educational, IED's
- Adaptable for use by parents

35

This is a game to explore our common agreements tied to social expectations

4 Behaviors that make others feel annoyed.

- make others feel annoyed with you
- make others not want to play or work with you
- make people not want to help you

5 Behaviors that are against the rules.

- make others feel annoyed with you
- make others not want to play or work with you
- make people not want to help you

4 Behaviors that make others feel annoyed.

- make others feel annoyed with you
- make others not want to play or work with you
- make people not want to help you

3 Behaviors that make others feel annoyed.

- make others feel annoyed with you
- make others not want to play or work with you
- make people not want to help you

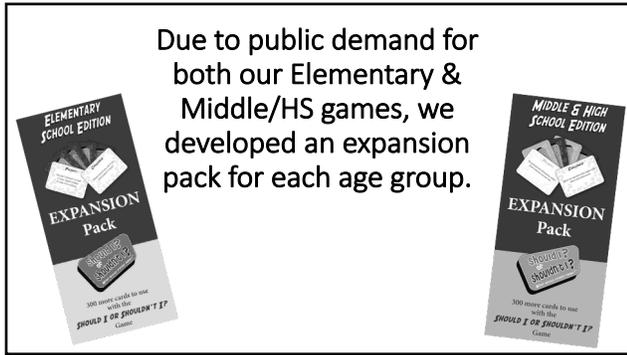
2 Behaviors that are not OK.

- make others feel annoyed with you
- make others not want to play or work with you
- make people not want to help you

1 Behaviors that make others feel annoyed.

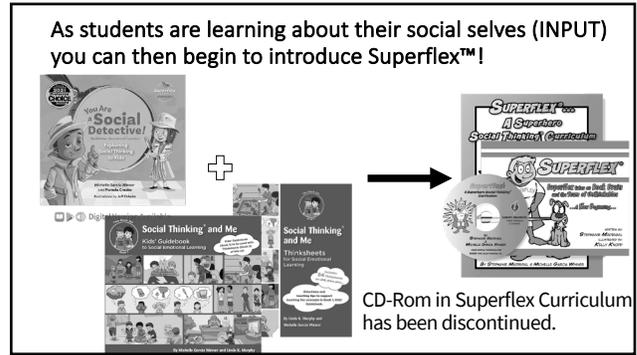
- make others feel annoyed with you
- make others not want to play or work with you
- make people not want to help you

36



Due to public demand for both our Elementary & Middle/HS games, we developed an expansion pack for each age group.

37



As students are learning about their social selves (INPUT) you can then begin to introduce Superflex™!

CD-Rom in Superflex Curriculum has been discontinued.

38

Superflex, the social superpower, was created by Stephanie Madrigal as she worked with an unmotivated 10 year old.

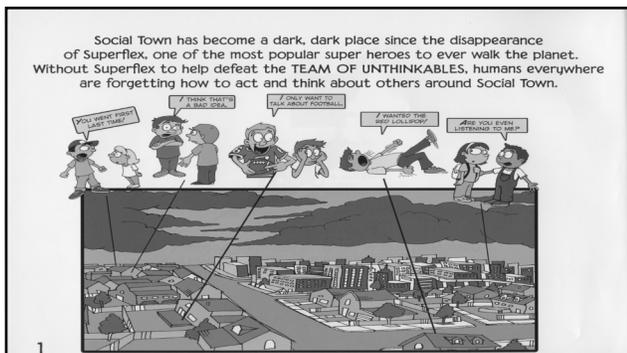
Read the Rock Brain comic book to introduce students into the world and powers of Superflex and the Unthinkables!

39

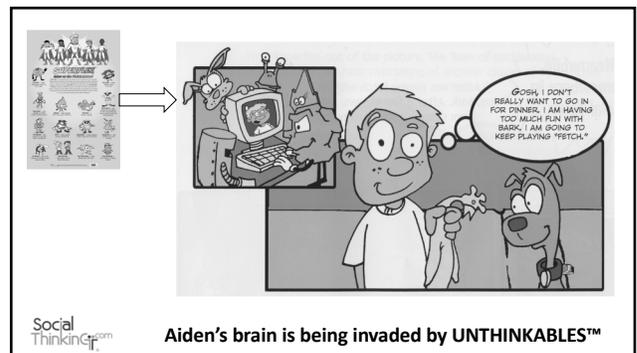
Children are ready for Superflex when:

- They can distinguish between real and pretend
- Have learned the basic Social Thinking concepts
- Are developmentally ready – meaning they can begin to think about their own thinking and how this relates to their own behavior!

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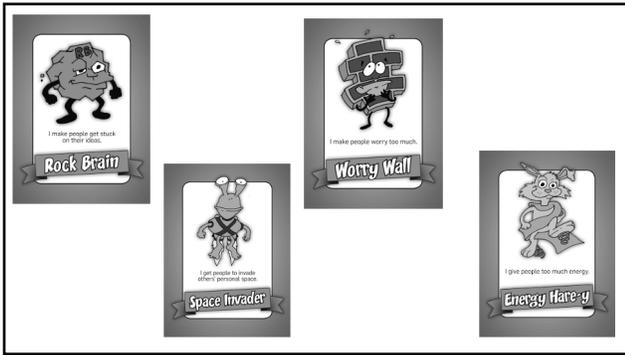


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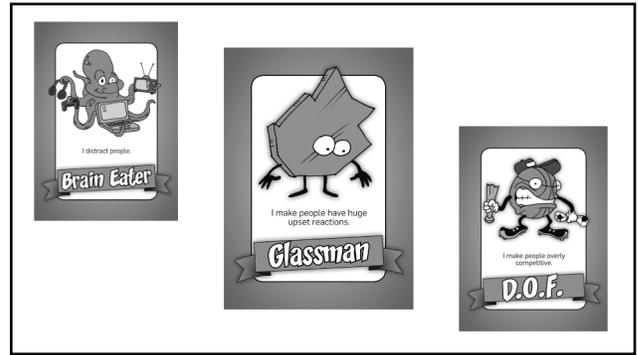


Aiden's brain is being invaded by UNTHINKABLES™

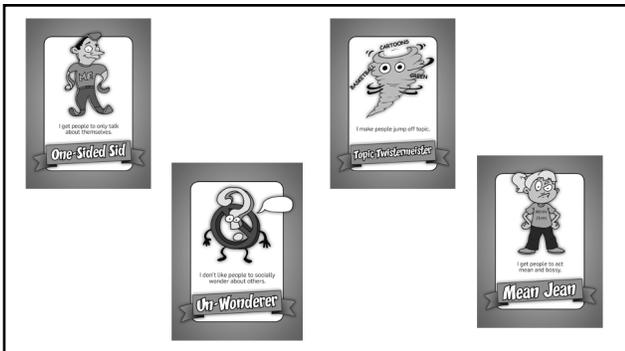
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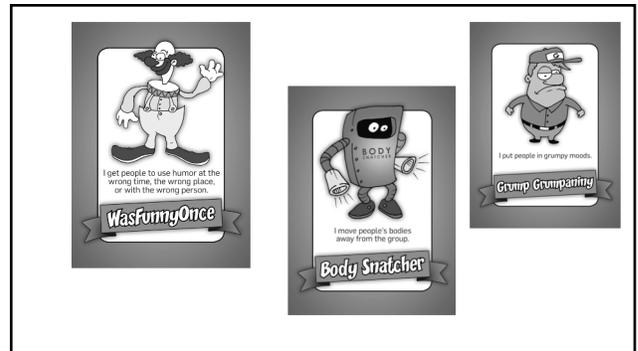
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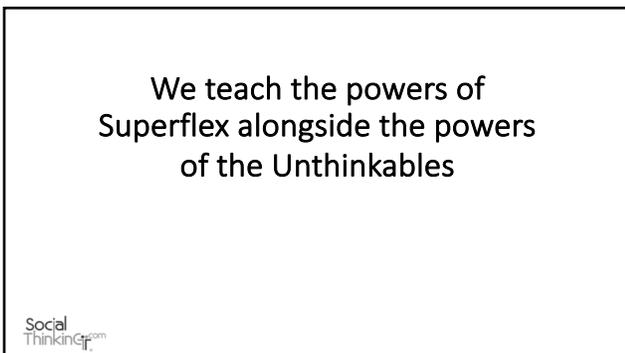
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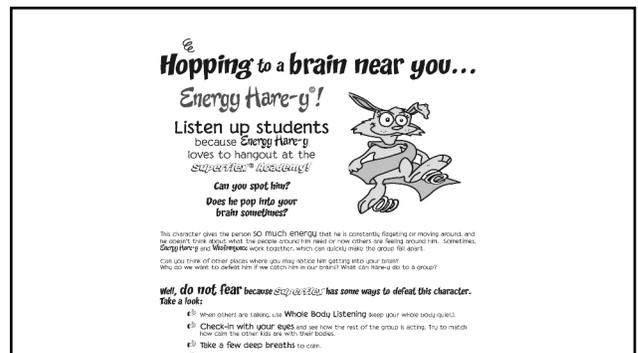
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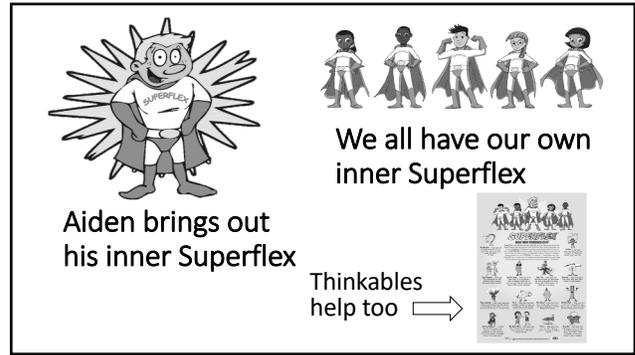
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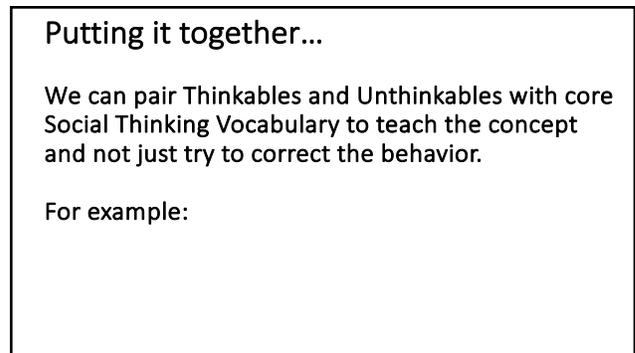
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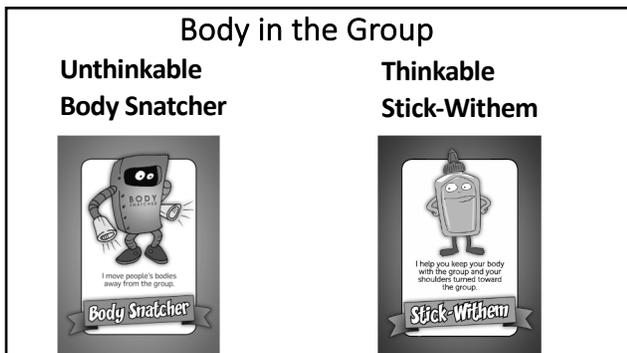
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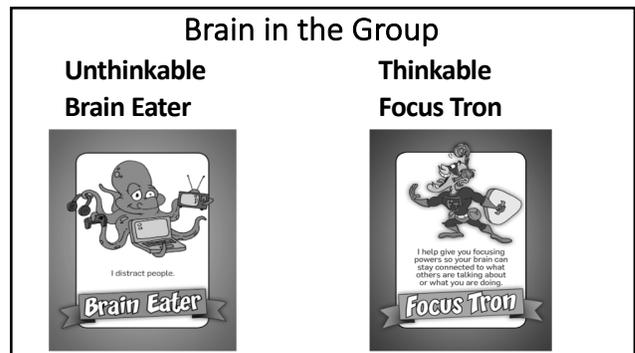
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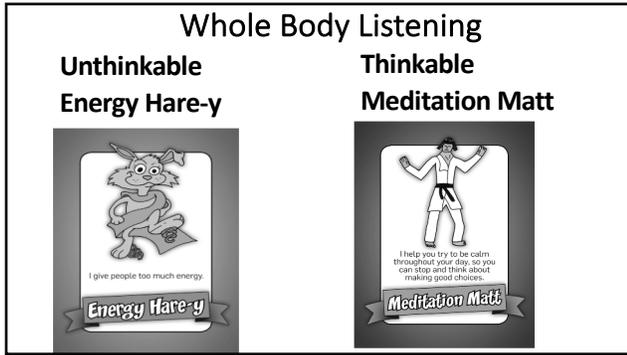
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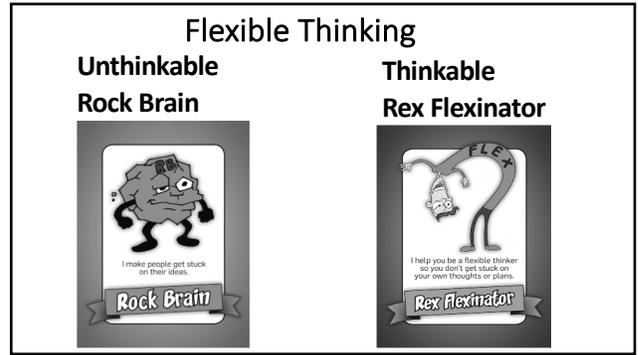
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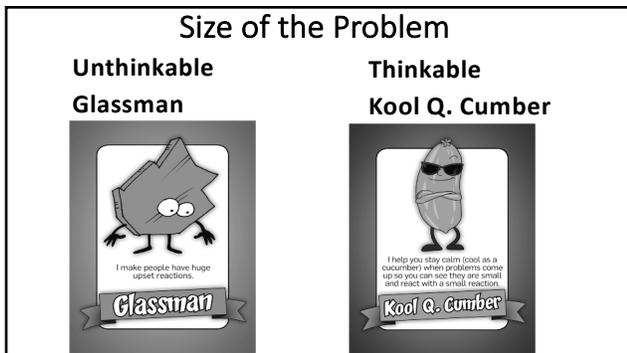
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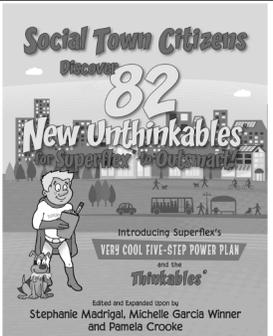


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The public also requested that we create a way to publish some of their many Unthinkables and some of our newest ideas.

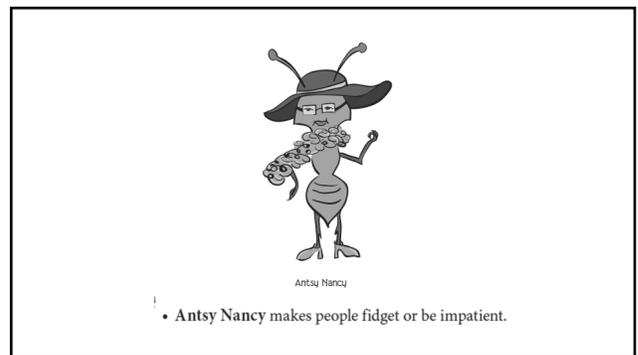


Social Town Citizens
 Discover 82 New Unthinkables
 Introducing Superflex's VERY COOL FIVE-STEP POWER PLAN and the Thinkables®
 Edited and Designed by Stephanie Madrigal, Michelle Garcia Winner and Pamela Crooke

58

Dear Michelle Garcia Winner,
 Thank you for writing 3 books about Superflex! The first one is about Rock Brain, the second one is about Glassman, and the third one is about Brain eater. I really like them. My favorite part is when Superflex defeats the Unthinkables. It's not uncomfortable about not having more books. The books give me comfort thoughts. They also give me strategies to defeat the Unthinkables. I will feel awesome if you write 92 more books.

59



60



Attention Eater

Attention Eater makes people hungry for attention, often when they feel someone else is getting more attention than they are. He can appear for no reason at other times too.

61



Blurt Out Blue

Blurt Out Blue gets people to shout out answers to questions or make comments when it's not their turn. He often teams up with Volume Volumizer to make people talk too loud when they blurt.

62



Dark Defeatist

Dark Defeatist comes around when people feel like something is very challenging for them to do. This Unthinkable spreads a self-defeating gloom and doom attitude and makes people give up and feel terrible about themselves.

63

In our book, *Social Town Citizens Discover 82 New Unthinkables for Superflex to Outsmart*, we also attempted to answer the question posed by many in the mental health community.



64

People asked us how Superflex got his powers.

The Fabulous Five Power Pals had to figure out in what order their powers appeared in Superflex's brain so he could model it for each of his citizens.

The Critical Steps and Powers...

65

65

Superflex's Five-Step Power Plan

1. The Decider Power
2. The Detective Power
3. The Brakester Power
4. The Flex Do Body Power
5. The Cranium Coach Power

66

66

The Decider went 1st

It is important for citizens to first stop and DESCRIBE AND DECIDE which Unthinkable(s) is present in that moment in a citizen's brain.



67

67

The Social Detective went 2nd

Citizens must know how to OBSERVE their own and others' feelings and reactions to gain this power, which also helps them start to figure out the social expectations in a given situation.



68

68

The 3rd step is Brakester

The critical middle step is in strengthening one's power to STOP AND THINK to figure out the hidden rules of a situation as well as the hidden rules to keep oneself and others feeling okay, or even good, being with others. This leads to the development of possible strategies to use.



69

69

Our 4th step is Flex Do Body

FLEXIBLE THINKING allows Superflex and our citizens to consider what Social Detective and Brakester have figured out, to then identify strong, meaningful tools and strategies to use as our final big step toward ridding ourselves of those nasty Unthinkables.

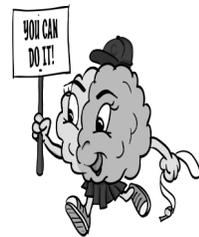


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Finally, Cranium Coach, our 5th and last step, encourages us to celebrate our victories or explore our continued challenges.

Our citizens need to develop a strong SELF-COACH power to talk themselves through what they did well or what they need to continue to work on to meet their social goal.



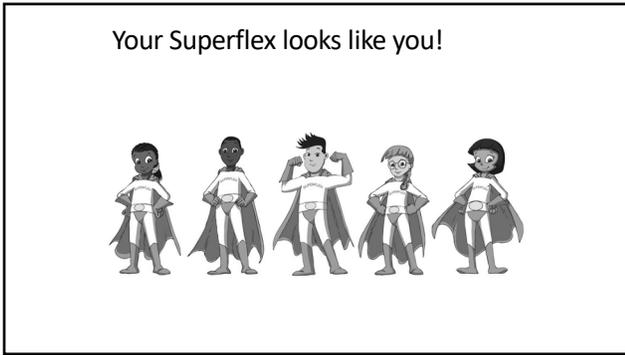
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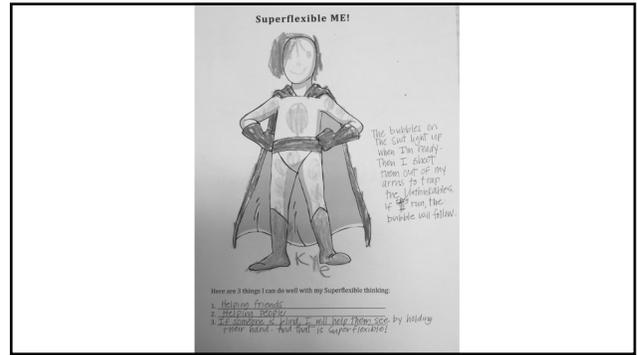
A key to teaching a student about Superflex is to teach that we each have our own Superflex!

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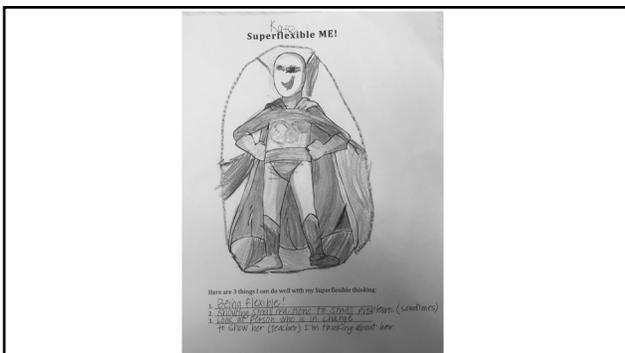
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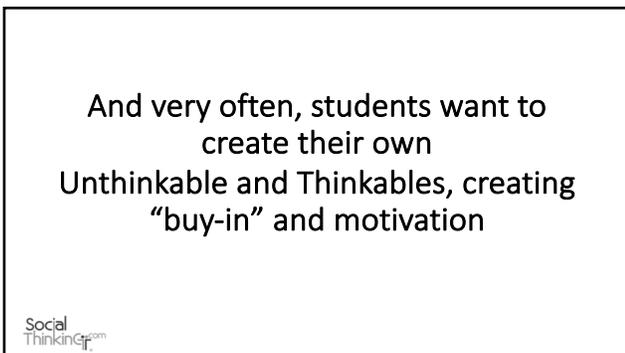
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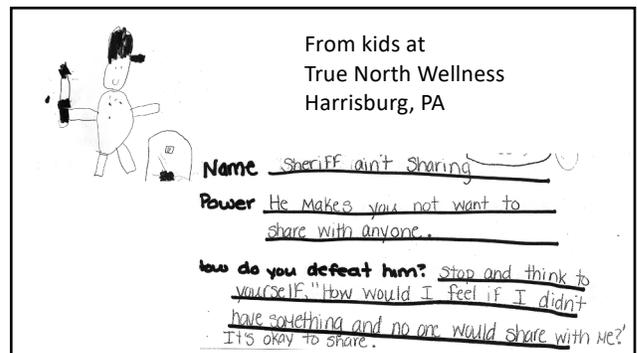
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78

We teach that a child's Superflex becomes more powerful as each person acquires powers to defeat his or her Unthinkable(s)!
 See our free article called DOs and DON'Ts of Teaching Superflex!

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85

A fidelity checklist for teaching Superflex is posted on the product page for Superflex on our website.
 Scroll down in the text to find it.

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86

Superflex and PBIS
 Positive Behavioral Interventions and Supports: creating a caring community

- Creating safe schools establishing a positive culture with quality leadership through common:
 - Vision
 - Values
 - Language
 - Experience

87

Call from a principal



"Can we get permission to use Superflex throughout our school? This includes me making announcements each morning on the loudspeaker about which Unthinkable is on the loose in school and what strategies our Superflexes can use to defeat it when found!"

88

As people requested more information on teaching Superflex we began to create books to teach strategies to defeat specific Unthinkables.

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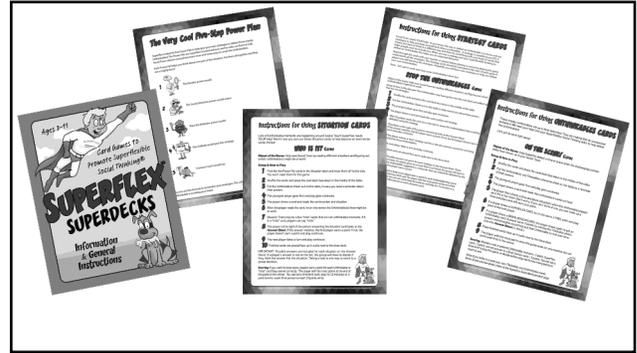
The CD-Rom has been discontinued.

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90



91



92

How are the Superflex Superdecks different from the Thinkable & Unthinkables Double Deck?

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93

Final thought: our Motivational/Developmental Tools help guide us in teaching students to develop self-awareness and improved social interpretation (Input) and to be more aware and capable of refined social output.

As you teach, remember you are teaching **social competencies** and not simply social skills.

94

Go to On Demand and see over 35 Courses!

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95

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Use coupon code:
Webinar
EXPIRED 12.22.16

Excludes registrations for conferences and our Clinical Training program. Cannot be combined with other offers.

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Our Next Webinar: Jan. 24



How to Use Our Early Learning Materials For Ages 4-7
Jan. 24, 10 am PST

Look for the registration link in our January newsletter



99

25⁺ Social YRS! Thinking*Gi*

Teaching Social Competencies—More Than Social Skills

100